



Driving Equity and Excellence

Improvement Checkpoints and Reports

Session 2020-21

School:	Airdrie Academy
Cluster:	AIRDRIE

Schools and Centres must provide an annual school improvement report (SIR) as a record of the progress made with the annual improvement plan. The SIR should be based on the results of on-going self-evaluation which is rigorous, effective and based on consideration of impact. This self-evaluation should be informed by How Good is our School? 4th edition (HGIOS?4) and/or How Good is our Early Learning and Childcare? (HGIOELC?). It should give a clear indication of where the school is now in relation to its process of continuous improvement.

It should state clearly and briefly the progress towards the National Improvement Framework (NIF) priorities and drivers and North Lanarkshire Council's priorities for Education and Families.

The report should be written using evaluative language.

The report should also be shared in an accessible way with all relevant stakeholders - pupils, parents, staff, etc.

The National Improvement Framework's 4 key priorities are:

- *Improvement in attainment, particularly in literacy and numeracy;*
- *Closing the attainment gap between the most and least disadvantaged children;*
- *Improvement in children's and young people's health and wellbeing; and*
- *Improvement in employability skills and sustained, positive school leaver destinations for all young people*

The 6 key drivers of improvement identified by the NIF are:

- *School leadership*
- *Teacher professionalism*
- *Parental engagement*
- *Assessment of children's progress*
- *School improvement*
- *Performance information*

North Lanarkshire's Education and Families' priorities are:

- *Attainment and Achievement: improvement in attainment, particularly in literacy and numeracy*
- *Equity: closing the attainment gap between the most and least disadvantaged children and young people*
- *Health and Wellbeing: Improvement in children's and young people's health and wellbeing with a focus on mental health and wellbeing*
- *Developing the Young Workforce: Improvement in employability skills and sustained, positive school-leaver destinations for all young people*
- *Vulnerable Groups: Improved outcomes for vulnerable groups*

Cluster Improvement Report

Review of progress for previous session

This section should evaluate the impact of the current Cluster Improvement Plan (CIP) priorities. It is structured to reflect the ongoing evaluation process, with agreed timescales for review (October, Jan (PEF) and May). The links to the NIF priorities and drivers and the authority's priorities should be clearly stated. For each priority, there should be a statement of progress made and its impact expressed as outcomes for learners. High level messages should be used to summarise progress made. Additionally, there should be clearly defined next steps which may inform future priorities.

Cluster priority : Recovery – the focus of last session was on maintaining cluster links and supports. We continued to meet and plan online last session with a particular focus on supporting pupil transition.

NIF Priority	NIF Driver	Education and Families Priority	HGIOS 4 QIs	PEF Intervention	Developing in Faith	UNCRC Article(s)
Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.

Evaluative Statement & Actual Impact/Evidence (May/June)

Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)

SQA attainment was governed in session 2020/21 by the Alternative Certification Model. As a school, we operated within the North Lanarkshire Council Guidance on the ACM to support pupils and staff. Systematic Quality Assurance was inbuilt to this process; within the school, with partner schools and with the local authority. Key to this work were the ongoing meetings that took place with Principal Teachers to check pupil performances throughout the process.

Our SQA benchmarking data saw an improvement in some key measures when comparing the % pass rate of our SQA performance in June 2021 with the previous 5 year average for these courses. The nature of this year's Alternative Certification Model supported pupils to produce assessment / coursework evidence over a period of time – and to improve upon their coursework. It was not based solely on a final end of year examination. We ensured that no more than one assessment was delivered to a pupil on any given day and remained vigilant to that approach throughout the ACM assessment period (April to June 2021). This plan coupled with assessment evidence being produced over a period of time supported pupils to produce their best evidence.

ACEL data

Numeracy (2019 this was 83.0% for the school and 84.8% for the local authority)

Reading (2019 this was 76.2% for the school and 90.1% for the local authority)

Writing (2019 this was 65.9% for the school and 89.1% for the local authority)

Listening and Talking (2019 this was 76.8% for the school and 89.8% for the local authority)

Next Steps: (What are we going to do now?)

As a school we will operate within the guidance supplied to us by SQA and by NLC for senior phase course delivery and assessment processes.

Our school improvement plan 2021/22 has as a target 90%+ for the number of pupils achieving third level by the end of S3 for all 4 measures.

School Improvement Report

Context of the school:

This section should be used to give brief background information in relation to the type of establishment, its size, location, its management structure and staffing, the school community, SIMD, FME, school roll etc. It should also include some or all of the following: the school's vision, values and aims; local contextual issues; factors affecting progress (e.g. staffing changes/issues); and outcomes from authority review/inspection etc.

Overview / context

Airdrie Academy is a non-denominational secondary school in the North Airdrie area catering for young people from 7 associated primary schools and pupils from non-associated primary schools. The school has a proud history of 172 years of excellent service to the community.

School roll session 2020/21 was 1040 and the indication is that this will remain fairly static over the next few years. Anticipated roll for 2021/22 is 1035 approx.

The school is served by a well-qualified and highly motivated staff. This comprises 73 FTE (2020/21) teachers who are supported by a large team of support staff which includes office staff, technicians, additional support needs assistants, music instructors, a Chartered Librarian (0.6fte), home/school partnership officer (0.5fte) a community police officer (0.4fte) and a team of janitors.

The Senior Management Team currently comprises the Head Teacher and 4 Depute Head Teachers. Additional leadership posts have been introduced via Pupil Equity Funding.

Secondary Management Restructuring A team of 6 Pupil Support (**reduced by 2.0 fte** from June 2020) Teachers look after the academic and social wellbeing of our pupils within a continuing vertical system made up of 4 Houses. Retaining family groupings with our current 6.0 fte Pupil Support Team has been put into action as far as is possible. This will provide continuity for pupil's families and partner agencies.

From June 2020 Middle Management posts have been further **reduced by another 2.0 fte** with the creation of larger faculties;

- ✓ Technologies (Technical and Home Economics) and Computing have been combined to form the single faculty of Digital and Creative Technologies Faculty (technical Home economics and Computing)
- ✓ Performing arts (Music and Drama) and Art & Design have been combined to form the single faculty of Expressive Arts (Music Drama and Art & Design)
- ✓ Social subjects has been expanded to include Business Studies – the faculty now comprises (History, Geography, Modern studies and Business). Business was formerly in the ICT faculty with computing

In addition to the Senior Management and Principal Teacher posts listed above, our current structure also includes a Principal Teacher for each of; PE, Modern Languages / RMPS, Mathematics, English, Learning Support and Science.

Staff savings

In addition to the savings in management posts above **a further 3.08 fte of teaching post savings had to be found**. This was achieved via retirement(s), reducing fte as required and from the use of budget(s). This has significantly affected the scope of the interventions that can be planned using PEF / SAC budgets.

A new cluster wellbeing team was temporarily based in the school From August 12th 2020. This support base was then moved April 2021, to one of our associated primary schools. We will continue to work

collegiately with this team as they support the needs of pupils across our cluster. In particular we will look to build in continuity of support for pupils who transition to us in S1 who were supported via this provision in P7.

The secondary / primary cluster work very cohesively and are always collegiate in planning and delivery. Frequent collaborations took place with Airdrie Academy staff delivering supporting and planning with our associated primary colleagues. All collaborations in session 2020/21 took place on line as we responded to the Covid19 pandemic and operated within the required NLC guidance / risk assessments.

Recruitment for session 2021/22 has been completed and new colleagues are in place where vacancies / retirements have occurred. We have been provided with an additional 2.0 fte centrally from NLC, Scottish Attainment Challenge money that would be allocated to the school directly has been used to support these additional posts. 1.0 fte in Biology and 1.0 fte in Geography.

Information for session 2019/20: FME for that session was 19.2% and clothing grant applications were made by 21.4% of the school roll. Average attendance for the year was 87.6% up to lockdown on March 20th.

By comparison last session, 2020/21: FME for last session was 22.3% and clothing grant applications were made by 25.6% of the school roll. Average attendance for the year was 90.8%. The impact of the pandemic on employment and the income available to families may have been a contributing factor in the increases in free school meal applications and clothing grant applications.

We continued, as much as possible, to support our pupils and families with uniform and food bank donations throughout the school year.

Other information

The school moved into new, purpose built accommodation in October 2006. The school has been designed and built to a very high standard, has all teaching departments and administrative areas under the one roof, providing easy access throughout, with passenger lifts available for those who require to use them. Facilities include 34 classrooms, 33 practical rooms, a construction trades area, pupil support rooms, sixth year common room, library resource centre and careers area. Practical rooms include specialist accommodation such as a kiln room and photography room in Art & Design, practice rooms and a recording studio in Music, a Business Education room with integral reception area and drama studios that can become the stage area for public performances.

In addition there are interview rooms, a conference room, a medical room and rest room, a senior management and administration suite, a large assembly hall, central social and dining areas, a central staff room and staff work bases. We have excellent sports facilities, including a games hall, three gyms, a dance and fitness studio and changing rooms. In terms of outdoor facilities, there are two full size grass sports pitches together with an all-weather 2G floodlit pitch - **which is in much need of being upgraded to a better standard for use by the school and the local community.**

We continued to invest in our I.T provision across the school estate last year and continued to provide learning resources online for pupils via “Show my homework” and the use of Microsoft teams. Our investment in I.T in terms of software, hardware, PEF promoted staff, staff / pupil training were all critical in the successes that we enjoyed in supporting pupils progress, when the school was open and also during the lockdown January to March 2021.

Our systems supported pupils to learn online throughout the school year and we have evidence of high learner engagement in the lockdown period. Our support systems for pupils and families were very effective in responding to any enquiries. We were also proactive in monitoring our engagement data and following this up with pupils who may have had issues with working from home (during lockdown or periods of isolation). We experienced a number of covid19 positive cases October / November 2020 and had more cases May / June 2021.

School values



Our values were decided after consultations throughout session 2018/19 with pupils, staff and parents.

We regularly reinforce our values with pupils as part of our approaches to promoting and recognising positive behaviour.

Planning in the recovery phase

We will operate senior phase pathways as effectively as we can within the resources we have available to us within; our teaching capacity, the additional supports we have made available to us in the consortium and college sector and within the operational guidance set out by North Lanarkshire Council.

SDS positive destinations – extensive partnership working with SDS colleagues has ensured that we have tracked all pupils who require post school support (12 approx.). Our positive destinations, almost all pupil leavers, >92% as it stands have secured a positive leaver destination. – Further follow up data is expected.

Review of progress for previous session

This section should evaluate the impact of the current School Improvement Plan (SIP) priorities. It is structured to reflect the ongoing evaluation process, with agreed timescales for review (October, Jan (PEF) and May). The links to the NIF priorities and drivers and the authority's priorities should be clearly stated. For each priority, there should be a statement of progress made and its impact expressed as outcomes for learners. High level messages should be used to summarise progress made. Additionally, there should be clearly defined next steps which may inform future priorities.

School Recovery Priority 1:

Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy.

NIF Priority	NIF Driver	Education and Families Priority	HGIOS 4 QIs	PEF Intervention	Developing in Faith	UNCRC Article(s)
1. Improvement in attainment; particularly in literacy and numeracy	4. Assessment of Children's Progress	1. Improvement in attainment, particularly literacy and numeracy	3.1 Ensuring wellbeing	4. Targeted Approaches to Literacy and Numeracy	Choose an item.	Choose an item.
2. Closing the attainment gap between the most and least disadvantaged children	6. Performance Information	2. Closing the attainment gap between the most and least disadvantaged children	3.2 Equality and Inclusion	6. Differentiated Support	Choose an item.	Choose an item.

Choose an item.	Choose an item.	5. Improved outcomes for vulnerable groups	Choose an item.	7. Using Evidence and Data	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.

Evaluative Statement & Actual Impact/Evidence (May/June)

Progress and impact (based on outcomes for learners): (How are you doing? And How do you know?)

Read Write Inc. – colleagues trained in the program provided support for targeted groups of pupils RTIC and Access to ICT in class and at home. PT Support for Learning has baseline and improvement data – interventions were affected by disruptions related to Covid 19 throughout the year both to pupils and to staff.

Continued to provide numeracy periods in the Mathematics timetable (additional 1 period per week for all pupils in S1 and S2) this supported pupil progress and will in turn support our 90%+ target of pupils achieving third level in S3.

% Leavers destinations continually monitored and follow up actions taken by key staff. As has been mentioned in this report, extensive partnership working with SDS colleagues and key school personnel – as it stands we have 92% positive leaver destination figures and pupils not yet in a positive destination will receive follow up supports.

SQA developments, updates to courses and training. Discussions and planning with departmental colleagues and SMT – we adapted our approaches in line with the Alternative Certification Model and under the leadership of colleagues from NLC. ACM completed and all senior phase results submitted to SQA by the deadline of June 25th – the ACM sign off paperwork was completed for both SQA and NLC.

Next Steps: (What are we going to do now?) – see attached school improvement plan for 2021/22

School Recovery priority 2:

Equity - Closing the attainment gap between the most and least disadvantaged children and young people

NIF Priority	NIF Driver	Education and Families Priority	HGIOS 4 QIs	PEF Intervention	Developing in Faith	UNCRC Article(s)
1. Improvement in attainment; particularly in literacy and numeracy	1. School Leadership	1. Improvement in attainment, particularly literacy and numeracy	2.4 Personalised Support	5. Promoting a high quality learning experience	Choose an item.	Choose an item.

2. Closing the attainment gap between the most and least disadvantaged children	2. Teacher Professionalism	2. Closing the attainment gap between the most and least disadvantaged children	3.3 Increasing Creativity and Employability	6. Differentiated Support	Choose an item.	Choose an item.
3. Improvement in children's and young people's health and wellbeing	5. School Improvement	3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing	Choose an item.	7. Using Evidence and Data	Choose an item.	Choose an item.
Choose an item.	Choose an item.	5. Improved outcomes for vulnerable groups	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.

Evaluative Statement & Actual Impact/Evidence (May/June)

Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)

Appointed PEF funded PT Digital Skills (12 month acting post) – see comments in SAC / PEF report

Appointed PEF PT Engagement and Inclusion (12 month acting post) – see comments in SAC / PEF report

Digital resources – support pupils to access digital devices as and when required - – see comments in SAC / PEF report – fully supported all requests from vulnerable families. Also invested in laptop refresh and desktop refresh

Attendance monitoring – all staff to continue to monitor and record pupil attendance accurately.

Next Steps: (What are we going to do now?) see attached school improvement plan for 2021/22

School Priority 3:

Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing

NIF Priority	NIF Driver	Education and Families Priority	HGIOS 4 QIs	PEF Intervention	Developing in Faith	UNCRC Article(s)
3. Improvement in children's and young people's health and wellbeing	2. Teacher Professionalism	2. Closing the attainment gap between the most and least disadvantaged children	2.3 Learning, Teaching and Assessment	2. Social and Emotional Wellbeing	Choose an item.	Choose an item.
4. Improvement in employability skills and sustained positive destinations	4. Assessment of Children's Progress	3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing	3.3 Increasing Creativity and Employability	5. Promoting a high quality learning experience	Choose an item.	Choose an item.
Choose an item.	5. School Improvement	4. Improvement in employability skills and sustained positive school leaver destinations for all young people	Choose an item.	11. Professional learning and leadership	Choose an item.	Choose an item.
Choose an item.	Choose an item.	5. Improved outcomes for vulnerable groups	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.

Evaluative Statement & Actual Impact/Evidence (May/June)

Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)

Supported targeted pupils with counselling intervention via "The Spark" – (90 pupils approx.) supported throughout the academic year with input from The SPARK – PEF funded – this service has been procured (following the NLC call off procedures) for session 2021/22 with the same 2 days a week commitment.

All staff shared Mental Health and Wellbeing information with pupils – this information was signposted in class, online and also involved direct delivery. We supported every pupil in the school and some staff volunteers to take part in a mental health walk in the final school term.

Digital Skills – all teaching staff continued to develop their digital skills in the use of commonly used digital platforms; Microsoft Teams, Edmodo, Show My Homework and use of Vscene – staff survey confirmed what was working well and what needed to be improved – this information has supported the improvement plan for session 2021/22.

Next Steps: (What are we going to do now?) see attached school improvement plan for 2021/22

Key priorities for improvement planning next session

This section should articulate with the school improvement plan for the forthcoming session or planning cycle. It should focus on a small number of key improvement priorities which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).

Key focus areas for session 2021/22 are included in the school, Improvement Plan for session 2021/22

- Recovery Plan for Health and Wellbeing – To further support the mental, social, emotional and physical health of all children, families and staff
- Digital recovery plan - establish a digital pedagogy across all stages of the curriculum, which engages learners and delivers a high quality learning experience for all children and young people.
- Engage in learning and teaching activities which enhance pedagogy and support active learning. Target pupil attainment and build in supports to address learning loss.
- Continue with whole school initiatives which support inclusion and support our whole school values Determination, Ambition, Respect and Teamwork

What is our capacity for continuous improvement?

This section should focus on the school's capacity for continuous improvement through self-evaluation, should address Q.I. 1.1 and should describe:

- *how the school/centre demonstrates the quality of its commitment to effective self-evaluation for continuous improvement*
- *staff, pupils, parents and other stakeholders' effective engagement in the self-evaluation process*
- *the effectiveness of arrangements to monitor and track progress using a range of data and information*
- *evidence of the impact of improvement planning on learners' successes and achievements*

The schools Quality Assurance Policy has been updated for session 2021/22. This document provides all staff with clear direction and expectations in how they engage in quality assurance throughout the academic year.

Stakeholder involvement will be included in surveys, discussions and opportunities to provide feedback to the school.

The Quality Assurance Policy ensures that there are ongoing periods of monitoring and tracking of pupil; attainment, attendance, participation and exclusion data and that actions are taken to seek the necessary improvement outcomes for pupils and their families.

Given the above and the successes in our SQA attainment profile (and the successes in vocational courses) from last session and previous sessions we will continue to evaluate our curriculum to ensure that it provides the range of opportunities to meet our learner's needs and support them to continue to be successful.

Assigning levels using quality indicators

School/centres should evaluate aspects of their work using the following core Quality Indicators (QIs). Levels should be assigned using the national 6-point scale. Where there has been a recent (post- August 2016) HMIE inspection, the levels awarded should also be included. Please note that the level should relate to the entire QI and not a specific theme.

NIF quality indicators

Quality indicator	School self-evaluation	HMIE Inspection evaluation (if appropriate)
1.3 Leadership of change	5	
2.3 Learning, teaching and assessment	5	
3.1 Ensuring wellbeing, equity and inclusion	5	
3.2 Raising attainment and achievement	5	

Empowerment

Choose an aspect of empowerment (curriculum, improvement activities, parental and community engagement, pupil participation) and write a statement about how this has developed over the course of this session.

Digital learning and teaching has developed at a pace with the need to support learning both in school and at home using various digital platforms. The expertise of most staff has grown in this area (staff digital survey supports this). Our PT's Digital Skills have supported learner engagement in school and at home and also supported staff capacity with the use of digital tools in learning and teaching. Our pupil and parent online surveys have been exceptionally informative in providing us with their voices on what worked well in remote learning and what we can do better – this has been included in the School Improvement Plan 2021/22.

Parent council meeting continued in session 2020/21 – using online meetings – parent voice and leadership supported us to respond and support their needs and the needs of our pupils in real time throughout the pandemic.

Pupil focus groups / pupil voice during lockdown - pupil voice and leadership supported us to respond and support their needs in terms of remote learning – this followed up the information that we received in our pupil survey.

SAC/ PEF CHECKPOINT 2: MAY 2021

Intervention	Impact	Evidence
Digital Curriculum	<p>Please include the following information: Use of SAC/PEF allocation over the session and any variances from initial plan; impact using evaluative language.</p> <p>Participation and access in the digital curriculum is a key recovery priority. Acting PT Digital Skills PEF funded had a full remit in leading staff and pupil training in Microsoft teams and how to learn online – and supporting the “pathfinder” program. Digital learning and teaching – further investment in digital hardware – a refresh in laptops and desktops supported improvements in school, and online learning. A number of pupils with literacy support accessed ICT to support their literacy in class and through the period January 2021 to March 2021. Vulnerable / key worker pupils attended school in person during that lockdown period.</p>	<p>Please indicate what evidence you have collected</p> <p>Pupil staff parental surveys Monitoring of engagement data Use of Vscene suite was expanded in the school year – what was an initial pilot responded to the demands of lockdown – greater use was made of our digital suite to support learners. Acting PEF DHT supported this work by engaging with families who needed additional I.T resources.</p>
Engagement and inclusion	<p>Engagement and inclusion and providing targeted supports for vulnerable pupils both in and out of will continue to be a key priority. Acting PT Engagement and Inclusion PEF funded will have a key role in leading this important work. This post supported our delivery of Mental Health and Wellbeing.</p> <p>Engagement with the SHINE partnership - Analysis of data to implement supports/initiatives to improve mental health. S6 mental health first aiders to support any initiatives. Maintain current partnerships with agencies via most appropriate platforms to allow us to continue to support pupils and parents.</p> <p>Read write Inc. and RTIC – Support for targeted pupils in S1-3 to improve literacy</p>	<p>Supported pupils and families with BOTH in school and online resources throughout session 2020/21</p> <p>This work was supplemented by the NLC Mental Health Survey “SDQ” – data (60% of pupils complete this) will be used to support our planning in session 2021/22</p> <p>Pupils supported and data shows that pupils have improved their literacy skills as measured by PT Support for Learning. Additional Hub support – Johanna Tonner provided additional support for targeted pupils</p>

Pupil attendance	Attendance - monitoring and supports continue. Parental meetings limited in current recovery curriculum	Our attendance average figure for session 2020/21 was 90.8% which was an improvement on last year and indeed on previous sessions.
Exclusions	Exclusions – monitored and utilised if required in supporting pupils to reflect on their choices.	Exclusions, significant decrease on previous school sessions.
Inclusion / vulnerable pupils	Soft start – Allows pupils to have a nurtured start to the day while building positive relationships with staff and peers. Pupils meet period 1 each day to have breakfast, mindfulness time and play games to build confidence and communication skills	This support continued for a small targeted group of pupils which supported them to integrate into school life. Acting PEF DHT supported this work
Cluster support	CIIL – support cluster target on Mental Health and Wellbeing and Nurture	The SPARK counselling contract- supported targeted vulnerable pupils throughout session 2020/21 (in excess of 90 pupils supported throughout the year) Seeking further / additional hours from the CIIL team to work with pupils identified with significant academic / emotional needs – particularly pupils new to the school in S1.
Staffing	PEF and SAC budgets were used to support staff allocations in session 2020/21	Supported initiatives in the PEF / SAC plan.

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In order to incorporate as much information as possible into the final report to Scottish Government it would be helpful if you could share any learning on the following:

What has worked well in your overall strategy to achieve impact?

Impact of digital learning – staff knowledge, pupil knowledge, digital assets, NLC guidance leadership and support. Investment on our PTs Digital Skills has supported us to build capacity across the school, supported us to have key personnel in place to provide guidance and support during lockdown and supported us to enhance our offer in learning and teaching.

What has worked less well or could be improved?

Continue to improve the cluster model when providing input for our most vulnerable pupils in terms of literacy, numeracy and health and wellbeing.